

APPENDIX 1A

GOVERNOR HODGES' EXECUTIVE ORDER (2000-17) ESTABLISHING THE WORKFORCE EDUCATION TASK FORCE

WHEREAS, South Carolina businesses and industries are increasingly concerned by the disparity between our workforce needs and the supply of qualified high school graduates; and

WHEREAS, the *Skills That Work 1998* survey indicates that the greatest challenge facing companies is the "availability of a prepared workforce"; and

WHEREAS, many high school graduates need remedial help to succeed in post-secondary educational programs; and

WHEREAS, State policy should be reevaluated to ensure support for better preparation of high school graduates to meet the needs of the workplace.

NOW, THEREFORE, I hereby establish the Workforce Education Task Force (hereinafter referred to as "the Task Force"), that shall have the following responsibilities:

To conduct an assessment of:

- current workforce education initiatives;
- the "best practices" in workforce education in South Carolina and in the nation;
- workforce demands;
- activities provided in schools that contribute to meeting workforce needs;
- educational barriers that deter transition into the workforce.

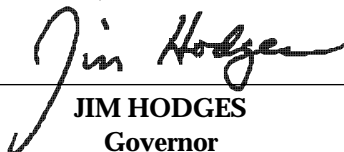
To recommend actions to be undertaken to better prepare our students for the workforce or for postsecondary education.

It is further provided that an interim report shall be submitted to the Governor and the General Assembly no later than November 1, 2000. A final report shall be submitted to the Governor and General Assembly no later than October 1, 2001, at which time the Task Force shall dissolve.

The membership of the Task Force referenced herein will be designated by the Governor within 30 days from the date of this Executive Order.

This Order shall take effect immediately.

GIVEN UNDER MY HAND AND THE GREAT SEAL OF THE STATE OF
SOUTH CAROLINA, THIS 31st DAY OF MAY, 2000.


JIM HODGES
Governor

ATTEST:


JAMES M. MILES
Secretary of State



State of
South Carolina
Office of the Governor

APPENDIX 1B

1994 SOUTH CAROLINA SCHOOL-TO-WORK TRANSITION ACT

Current Status

Introducing Body: House
Bill Number: 4681
Ratification Number: 598
Act Number: 450
Primary Sponsor: McElveen
Type of Legislation: GB
Subject: School-To-Work Transition Act of 1994
Date Bill Passed both Bodies: 19940526
Computer Document Number: GJK/30316SD.94
Governor's Action: S
Date of Governor's Action: 19940615
Introduced Date: 19940203
Date of Last Amendment: 19940525
Last History Body: ———
Last History Date: 19940615
Last History Type: Act No. 450
Scope of Legislation: Statewide
All Sponsors: McElveen
Sheheen
Wilkins
Phillips
McTeer
Rogers
Farr
McCraw
Shissias
J. Bailey
Meacham
G. Brown
Waites
Cobb-Hunter
Barber
Tucker
Houck
Martin
Kirsh
Wright
Moody-Lawrence
Chamblee
Stille
McLeod
Stoddard
Simrill

Type of Legislation: General Bill
Product of the Legislative Printing Agency-LPITR

History

Bill	Body	Date	Action Description	CMN Leg Involved
4681	-----	19940615	Act No. 450	-----
4681	-----	19940615	Signed by Governor	-----
4681	-----	19940602	Ratified R 598	-----
4681	House	19940526	Ordered enrolled for ratification	-----
4681	Senate	19940525	Conference Committee Report received adopted	98
4681	House	19940525	Conference Committee Report received, adopted	98
4681	House	19940524	Conference powers granted, McElveen appointed Reps. to Committee Townsend of Conference Gamble	98
4681	Senate	19940519	Conference powers granted, Setzler appointed Senators to Glover Committee of Conference	98
4681	Senate	19940519	Hayes Insists upon amendment	-----
4681	House	19940518	Non-concurrence in Senate amendment	-----
4681	House	19940510	Debate adjourned on Senate amendments until Tuesday, May 17, 1994	-----
4681	Senate	19940503	Amended, read third time, returned to House with amendments	-----
4681	Senate	19940426	Read second time, ordered to third reading with notice of general amendments, and to remain in status of interrupted debate	-----
4681	Senate	19940421	Debate interrupted	-----
4681	Senate	19940407	Made Special Order	-----
4681	Senate	19940324	Amended	-----
4681	Senate	19940323	Introduced, read first time, placed on Calendar without reference	-----
4681	House	19940322	Read third time, sent to Senate	-----
4681	House	19940322	Objection by Representative McTeer, Farr, McElveen, Delleney	-----
4681	House	19940322	Objection withdrawn by Jaskwich, Representative Haskins, Huff	-----
4681	House	19940322	Objection by Representative Jaskwhich	-----
4681	House	19940322	Objection withdrawn by Davenport Representative	-----
4681	House	19940322	Objection by Representative Haskins, Huff, Marchbanks	-----
4681	House	19940307	Amended, read second time	-----
4681	House	19940307	Objection by Representative Davenport, Kelley	-----
4681	House	19940302	Amended, debate interrupted by adjournment	-----
4681	House	19940302	Objection by Representative Fair	-----
4681	House	19940301	Debate adjourned until Wednesday, March 2, 1994	21
4681	House	19940209	Committee Report: Favorable with amendment	-----
4681	House	19940203	Introduced, read first time, referred to Committee	21

(Text matches printed bills. Document has been reformatted to meet World Wide Web specifications.)

(A450, R598, H4681)

AN ACT TO ENACT THE “SOUTH CAROLINA SCHOOL-TO-WORK TRANSITION ACT OF 1994” SO AS TO ESTABLISH A SCHOOL-TO-WORK SYSTEM TO EQUIP ALL STUDENTS WITH RELEVANT ACADEMIC SKILLS, MARKETABLE OCCUPATIONAL SKILLS, AND APPROPRIATE WORK-PLACE BEHAVIORS, TO ACCOMPLISH THE ABOVE THROUGH REVISIONS IN ACADEMIC AND VOCATIONAL CURRICULUM, ESTABLISHMENT OF CAREER EXPLORATION AND COUNSELING INITIATIVES, AND A PROGRAM OF APPRENTICESHIPS, MENTORSHIPS, AND WORK-PLACE EXPERIENCES, TO REQUIRE CERTAIN ACTIONS BY THE STATE BOARD OF EDUCATION, THE STATE DEPARTMENT OF EDUCATION, SCHOOL DISTRICT BOARDS OF TRUSTEES, AND OTHER AGENCIES AND ENTITIES IN ORDER TO IMPLEMENT VARIOUS COMPONENTS OF THE SCHOOL-TO-WORK SYSTEM, TO ESTABLISH A SCHOOL-TO-WORK ADVISORY COUNCIL TO FACILITATE THE IMPLEMENTATION OF THE SCHOOL-TO-WORK SYSTEM, TO PROVIDE THAT BEGINNING WITH THE 1995-96 SCHOOL YEAR AND UNDER CERTAIN CONDITIONS, COMPLETION OF APPLIED ACADEMIC COURSES IN MATHEMATICS, SCIENCE, AND COMMUNICATIONS SKILLS SHALL FULFILL HIGH SCHOOL COURSE PREREQUISITE REQUIREMENTS AS EQUIVALENT TO PRECOLLEGE CURRICULUM REQUIREMENTS FOR APPLICANTS TO FOUR-YEAR POST-SECONDARY INSTITUTIONS, TO ESTABLISH A GROUP OF REPRESENTATIVES FROM VARIOUS AGENCIES TO STUDY AND MAKE RECOMMENDATIONS CONCERNING STATE TAX CREDITS FOR WORK-BASED PROGRAMS, HOW TO MAXIMIZE GOVERNMENT AND PRIVATE FUNDING FOR EDUCATION, AND WORKERS’ COMPENSATION, INSURANCE AND LIABILITY ISSUES RELATING TO THE SCHOOL-TO-WORK SYSTEM, TO ESTABLISH ANOTHER GROUP OF REPRESENTATIVES FROM VARIOUS AGENCIES TO REVIEW CERTAIN ASPECTS OF THE SCHOOL-TO-WORK SYSTEM ESTABLISHED ABOVE; TO PROVIDE THAT THE REQUIREMENTS OF THIS ACT DO NOT APPLY TO PRIVATE SCHOOLS OR HOME SCHOOLS, TO PROVIDE THAT STUDENTS WHO PERFORM WORK AT A NONSCHOOL LOCATION PURSUANT TO AN APPRENTICESHIP OR MENTORING PROGRAM MUST HAVE THE WRITTEN PERMISSION OF THEIR PARENTS OR LEGAL GUARDIANS, AND TO REQUIRE APPROPRIATE TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR CERTAIN CURRICULUM.

Be it enacted by the General Assembly of the State of South Carolina: Citation of act.

SECTION 1.

This act is known and may be cited as the “South Carolina School-To-Work Transition Act of 1994.”

Findings

SECTION 2.

The General Assembly finds:

- (a) Even though more than half of the state’s high school students do not go on to college but seek to enter the job market, South Carolina has no clear system for school-to-work transition. Low-skill jobs are quickly disappearing. The job market increasingly demands that employees enter the work force with middle-skill or high-skill capabilities, but educational experiences typically leave high school graduates ill-prepared for the work place. The absence of a coherent system has harmful effects for both business competitiveness, school effectiveness, and quality of life standards.

Merely “tuning up” the high school “general track” will not be enough to meet these demands. The combination of unchallenging classes, low expectations, and isolation from the adult work place results in too many students lacking the skills, motivation, and connections that lead to successful and productive adult lives.

- (b) Nations which compete internationally with the United States help their students acquire academic and occupational skills that are essential for success as we approach the twenty-first century. The specific approaches vary by country but, typically, they include:

(1) quality schooling, (2) career exploration, (3) work-site experiences, and (4) work-based teaching and apprenticeships.

In these countries, schools and employers work together to facilitate a young person’s entry into the work force.

- (c) South Carolina’s secondary education system does not provide these steps in educating and preparing our youth for work. Our nation has traditionally divided students into college-bound and noncollege bound. While college-bound students are required to follow a challenging and clearly defined curriculum, the noncollege bound have entered the “general track,” which is less academically challenging and is often cited as preparing students for “nothing in particular.” In South Carolina, fifty-two percent of our students are in the “general track” while twenty-eight percent of the students are directed into the academic college-prep track, and the other twenty percent of the students are placed in the vocational track. “General track” students receive little preparation for higher education and little guidance on how to move into a career that can support an acceptable quality of life. Their reading, writing, math, and communications skills are generally inadequate for the demands of today’s quality employers and for higher education.

Definitions

SECTION 3.

For purposes of this act, unless the context indicates otherwise, the words or phrases listed below are defined as follows:

- (1) “**Youth apprenticeship**” means a program that offers students, beginning in the eleventh grade, a course of study which integrates academic curricula, work-site learning, and work experience leading to high school graduation with post-secondary options and preparation for the world of work.
- (2) “**Tech Prep**” means a program of study designed specifically to prepare students for careers and lives affected by technology. Tech Prep involves applied academic courses, targeted technology study, and specialized career guidance. Tech Prep blends academics and technology education and emphasizes broad-based competencies in career education. Tech Prep links high school and two-year college programs, eliminating gaps and overlaps to provide enhanced academic and vocational preparation for mid-level technology careers.
- (3) “**Mentoring**” means an umbrella term for many forms of formal one-on-one relationships between a community’s citizens and their students. The broad types of mentoring programs include:

- (a) **“Traditional mentor programs”** means programs, which seek to build a long-lasting relationship during which the mentor and protégé work on the protégé’s personal development and interpersonal skills. The relationship generally lasts a year, with the mentor maintaining occasional contact with the protégé for an additional one to two years.
- (b) **“Shadowing”** means a short-term experience to introduce a student to a particular job by pairing the student with a worker. The protégé follows or “shadows” the worker for a specified time to better understand the requirements of a particular career.
- (c) **“Service learning”** means an experience for one or more students at a work site or community agency during which the students work on a project each week after school. Under close adult supervision, students develop work skills and learn how to behave in work situations.
- (4) **“Internship”** means a one-on-one relationship to provide “hands on” learning in an area of student interest. A learning contract outlines the expectations and responsibilities of both parties. The protégé works regularly after school for three or four hours a week in exchange for the mentor’s time in teaching and demonstrating. The internship generally lasts from three to six months.

Board of Education to take certain actions

SECTION 4.

- (A) As a part of the school-to-work system, the State Board of Education shall establish a structure for preparing students for employment and lifelong learning which expands upon the current Tech Prep model to include four components:

- (1) quality schooling having a rigorous curriculum, (2) career counseling, (3) work exploration and experience, and (4) structured work-based learning.

In developing the school-to-work system, the emphasis shall be on a structure which is flexible to meet local school needs and available to all students as needed and appropriate. Students and their parents will make the decision as to which track the student will follow and students may transfer between Tech Prep and College Prep tracks within guidelines established by the State Board of Education to allow for transfer up to the senior year of high school. The State Board of Education, for the purpose of successfully establishing and implementing the school-to-work system, shall endeavor to obtain the cooperation of employees, the Commission on Higher Education, post-secondary institutions, and the several school districts.

- (B) The State Board of Education shall, beginning with school year 1994-95, establish by regulation quality schooling which, at a minimum, shall include:

- (1) a rigorous, relevant academic curriculum which shall among other changes or improvements:

- (a) include rigorous applied academic methodologies in mathematics, science, and communications skills where appropriate;

- (b) increase mathematics instruction to include statistics, logic, measurement, and probability;

- (c) incorporate in the curriculum the skills and competencies suggested in the United States Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report and those identified in the employer survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education including an emphasis on the importance of individual achievement as a cornerstone upon which self-respect, academic, and personal success are founded;
 - (d) eliminate the "general track" for students first enrolling in high school on or after the 1996-97 school year;
 - (e) develop plans to accelerate the learning of students that are behind their age peers; and
 - (f) develop plans that take into account student learning style.
- (2) Changes in vocational education programs which:
- (a) redefine vocational programs so as to expand their content, relevancy, and rigor in preparation for lifelong learning and living in a technological society; and
 - (b) integrate instruction in academic and occupational courses to ensure a rigorous, relevant, and academic curriculum;
- (C) With the advice of the statewide advisory council hereinafter established, the State Board of Education shall, beginning in school year 1996-97, establish regulations for:
- (1) career exploration and counseling which includes:
 - (a) student exposure to career options by integrating career counseling activities into the kindergarten through grade twelve curriculum; (b) a comprehensive career guidance plan which has a major plan and an alternate plan for each student starting in grade six and is revised each year as the student progresses towards graduation and which requires the districts to seek parental assistance in the development of the plan;
 - (c) in-service courses to equip guidance counselors with skills necessary to integrate career guidance and career planning.
 - (2) A range of mentoring opportunities beginning no later than the seventh grade which includes traditional mentoring, shadowing, service-learning, school-based enterprises, and internships as defined in Section 3. Mentoring activities shall emphasize students' interests, skills, and needs.
 - (3) Structured work-based learning opportunities and components of these work-based opportunities include:
 - (a) structured work-based learning to include the establishment of a youth apprenticeship model as defined in Section 3;
 - (b) integration of academic and vocational learning;
 - (c) coordination and integration of school and work-place learning; and

- (d) credentials for both academic and occupational skills.

These programs shall be governed by broad coalitions of institutional partners.

School district boards to take certain actions

SECTION 5.

School district boards of trustees shall by school year 1995-96:

- (a) implement the rigorous academic changes and changes to vocational education programs as directed by the State Board of Education pursuant to Section 4;
- (b) develop plans for elimination of the general track by school year 1996-97; and
- (c) implement career exploration and counseling pursuant to Section 4 by school year 1996-97.

Districts must report steps taken to integrate these changes in the annual updates of the comprehensive five-year plans mandated by the Early Childhood Development and Academic Assistance Act of 1993.

Extension of completion dates

SECTION 6.

Notwithstanding any other provision of law, the stipulated completion dates required in SECTION 5 of this act may be extended by one year upon approval from the State Board of Education. Districts requesting such a waiver must outline how the extension will improve the planning and implementation of this act.

Professional development and student progress

SECTION 7.

- (A) In establishing a school-to-work system, the State Board of Education shall provide for professional development in applied techniques and integration of curriculum, professional development in career guidance for teachers and guidance counselors, and training for mentors.
- (B) The school-to-work system required by this act as established by the State Board of Education shall include a program of accountability of student progress to ensure quality which shall include a survey of Tech Prep graduates in order to obtain such information as the rate of hire, starting wages or salaries, wages or salary rates five years after graduation, and additional education pursued.

Employment Security Commission to take certain actions

SECTION 8.

- (A) As a part of the school-to-work system, the South Carolina Employment Security Commission shall work with the Department of Education, the State Board for Technical and Comprehensive Education, and the Commission on Higher Education to assist in the planning and promotion of the school-to-work opportunities by:
 - (1) identifying potential employers to participate in the work-based learning programs sponsored under this act;

- (2) serving as a contact point for employers seeking information on school-to-work activities;
 - (3) providing labor market information relative to supply and demand and nontraditional jobs for women; and
 - (4) promoting increased career awareness and career counseling through the management and promotion of the South Carolina Occupational Information System (SCOIS).
- (B) The South Carolina Employment Security Commission will provide the link between employers in South Carolina and youth-seeking employment.

School-To-Work Advisory Council

SECTION 9.

(A) The South Carolina School-To-Work Advisory Council appointed by the Governor representing a broad-based coalition of business and industry and including representatives of the State Department of Education, Employment Security Commission, the Commission on Higher Education, State Board for Technical and Comprehensive Education, the South Carolina Chamber of Commerce, the Urban League, Tech Prep Consortia, the State Transition Coordinator for People with Disabilities, and local school districts shall convene no later than July 1, 1994, to guide, encourage, and facilitate actions which enable the school-to-work system to be implemented. The role of the advisory council is to work with the State Board of Education to:

- (1) provide input to shape the development and scope of a statewide initiative;
- (2) help promote the school-to-work system to key employers and education leaders across the State and encourage active participation of employers across the State; and
- (3) identify and recognize exemplary programs and practices and help disseminate general information to interested parties across the State.

The School-To-Work Advisory Council shall report to the House Education and Public Works and the Senate Education Committees by January 1, 1996, as to the progress made in establishing the school-to-work system, difficulties encountered, and any actions required by the General Assembly to ensure success of the system. No state funds shall be expended to support the Advisory Council and the Council shall terminate on December 1, 1999.

(B) Because of the need to link education and labor in the planning and delivery of youth apprenticeship programs and with increasing emphasis on partnerships between labor and education in pending federal school-to-work legislation, the State Department of Education with the South Carolina Employment Security Commission are jointly responsible for implementing the school-to-work transition system.

- (C) The school-to-work system established by this act shall be coordinated with the South Carolina's Job Training Partnership Act (JTPA) delivery system at both the state and local levels. This coordination may include staff directors of JTPA service delivery areas and Private Industry Council (PIC) chairmen participating in ongoing state, regional, and local advisory committees. The Director of the Employment Security Commission with the State Superintendent of Education shall establish an ongoing statewide advisory committee with representation from the agencies designated in subsection (A) and public and private entities involved in the development of South Carolina's work force. The committee shall be charged with the overall coordination activities of a school-to-work plan and the liaison function with other public and private agencies to monitor participation of employers and cooperation of all parties involved. Regional coordination of the plan shall become a function of the sixteen Tech Prep consortium hubs established pursuant to the current Tech Prep system, and these Tech Prep consortium hubs also shall serve as the region advisory committees. Each school district board of trustees shall establish local advisory committees to address unique employment needs of their areas.

Board for Technical and Comprehensive Education to take certain actions; fulfillment of prerequisite requirements

SECTION 10.

- (A) The State Board for Technical and Comprehensive Education in conjunction with the State Board of Education shall develop measures for articulation of high school courses to post-secondary technical institutions including procedures to enable qualified students to achieve advanced standing in technical college programs.
- (B) Beginning with the 1995-96 school year, completion of applied academic courses in mathematics, science, and communications skills shall fulfill high school course prerequisite requirements as equivalent to precollege curriculum requirements for applicants to four-year post-secondary institutions, unless by December 1, 1994, a four-year post-secondary institution reports its reasons for not accepting those courses to the House Education and Public Works Committee and the Senate Education Committee. School districts must certify that the applied academic courses offered are equivalent to the precollege curriculum requirements.
- (C) The State Board for Technical and Comprehensive Education and the Council of College Presidents, or their designees, through the Commission on Higher Education, shall clarify and strengthen articulation agreements between associate degree programs and baccalaureate degree programs.
- (D) Actions taken related to all articulation measures must be reported to the School-To-Work Advisory Council no later than July 1, 1995.
- (E) Four-year institutions having teacher education programs must offer courses to equip potential teachers and guidance counselors with skills necessary to integrate career guidance and career planning. These institutions must also train potential teachers in how to use applied methodologies for academic courses. Changes in course offering and course curriculum shall be reported to the School-To-Work Advisory Council no later than July 1, 1995.

Feasibility study

SECTION 11.

Representatives from the Department of Commerce, the Department of Revenue and Taxation, Workers' Compensation Commission, the Department of Insurance, and the Department of Labor, Licensing, and Regulation shall be convened by the Department of Commerce to conduct a feasibility study and make recommendations regarding tax credits for work-based programs, maximizing government and private funding spent on education, and issues related to workers' compensation, insurance and liability as each relates to the school-to-work system. Within six months after the effective date of this act, findings from the study and recommendations must be made to the School-To-Work Advisory Council, the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Education Committee, and the Senate Finance Committee.

Review

SECTION 12.

Representatives from the Department of Education, the Tech Prep Consortia, local school districts, and businesses involved in mentoring and work-site learning shall be convened by the Department of Education no later than March 1, 1996, for a review to include the following: transportation, staff for the transition system at the district level, training for staff and volunteers, textbook changes, and other issues related to the establishment of the School-to-Work Transition system. No later than October 1, 1996, the results of this review shall be given to the School-To-Work Advisory Council, the House Ways and Means Committee, the House Education and Public Works Committee, Senate Finance Committee, and the Senate Education Committee.

Application of act

SECTION 13.

The requirements of this act do not apply to private schools or to home schools.

Parental permission required

SECTION 14.

Students who perform work at a nonschool location pursuant to an apprenticeship or mentoring program under the provisions of this act must have the written permission of their parents or legal guardians in order to engage in such work experiences.

Instructional materials required

SECTION 15.

When the Department of Education or a school district eliminates the general track or implements Tech Prep, appropriate textbooks and instructional materials must be approved by the appropriate authority and must be made available to the district.

Time effective

SECTION 16.

This act takes effect upon approval by the Governor.

Approved the 15th day of June, 1994.

Legislative Printing-L

APPENDIX 1C

EVALUATING THE EFFECTIVENESS OF SCHOOL-TO-WORK/TECH PREP CONSORTIA A REPORT TO THE STATE DEPARTMENT OF EDUCATION

June 2000

INTRODUCTION

“Every kid I’ve seen that has been through a School-to-Work experience is farther ahead and better prepared.”
—*employer*

What are Tech Prep and School-to-Work? They are systemic initiatives that swept the nation in response to increased awareness of America’s growing skill deficits. In 1993, while South Carolina lawmakers and educators were still building our state’s School-to-Work effort, the report *Transition from School to Work: States Are Developing New Strategies to Prepare Students for Jobs* by the U.S. General Accounting Office (GAO) endorsed federal School-to-Work funding because the GAO had found that most high school resources were being directed to College Prep programs, though only 15 percent of incoming freshmen were graduating from college six years later. The remaining 85 percent of high school students, the report says, “are seemingly ill prepared for the workplace” (6). “We can no longer afford to tell any student that a high school education is sufficient for a lifetime,” affirms the education analyst Lynn Olson (145).

A review of educational attainment in South Carolina shows these concerns affect our youth. According to *Young Adults in South Carolina*, a report by the South Carolina Kids Count Project, 30 percent of students do not graduate from high school, and only 19 percent of these high school dropouts receive any employment training as compared to almost 50 percent of college graduates (24). These data indicate that students who do not achieve minimal education standards in high school have limited potential for success in the workplace. Tech Prep and School-to-Work are designed to address these needs as well as to offer strategies to provide all students with the skills they will need in order to prosper in their careers.

The South Carolina School-to-Work Transition Act of 1994 called for the elimination of the general track in secondary education in favor of an applied academics curriculum that is tied to vocational studies. The new law also required school districts to make School-to-Work career development experiences available for all public school students in the State. Dramatic changes came as a result of the aptly named Transition Act. In the six years since the Act’s passage, South Carolina’s eighty-six school districts have been forced to take giant steps toward achieving the vision that the legislation sets forth. Sixteen Tech Prep Consortia have been created, each representing a partnership between public education and the private sector. School-to-Work activities abound throughout the State, supported by a broad spectrum of local and statewide interests.

The full report, as required by the 1994 South Carolina School-to-Work Transition Act and as delivered to the State Department of Education and the South Carolina General Assembly, is available by contacting:

**The State Department of Education
Office of Career and Technology Education
(803) 734-8410**

APPENDIX 1D

GOVERNOR'S WORKFORCE EDUCATION TASK FORCE REGIONAL MEETINGS WITH DR. WILLARD (BILL) DAGGETT MARCH 13, 14, 19, 20, AND 21, 2001 SUMMARY AND OUTCOMES

Overview

The following serves as a brief summary of five regional meetings held on the dates specified by the Governor's Workforce Education Task Force across South Carolina.

Those in attendance represented a broad spectrum of the state's population, including parents, students, teachers, administrators, counselors, business and industry leaders, community representatives, and interested citizens. Some media representation was evident at all meetings. The meeting held at the Employment Security Commission was videotaped for use via Educational TV at a later date, and a thirty-minute program summarizing the presentation that was delivered at the regional meetings.

Attendees offered comments and questions following a presentation by Dr. Willard Daggett on the state of workforce education in South Carolina. Individuals who chose not to comment or who could not comment due to time restraints or otherwise were provided with a document containing questions to which they could respond and submit comments and questions to the Office of Career and Technology Education by April 10, 2001. This information was sorted as noted on the documents and forwarded to Dr. Daggett's office for review, interpretation, and summary presentation to the Governor's Workforce Education Task Force.

A specific survey relative to the topic of an "Employability Diploma" was also distributed for participants to review and offer responses. Participants were requested to leave the "Employability Diploma" survey with Office of Career and Technology staff following the meetings. However, those choosing to do so could also return the form along with other data collection materials to the Office of Career and Technology Education by April 10, 2001. Information gathered from respondents relative to the "Employability Diploma" survey were tabulated by the Office of Career and Technology Education and forwarded to the Governor's Workforce Education Task Force subcommittee assigned to study an additional diploma pathway.

Key Players

Don Herriott, chair of the GWETF and president of Roche Carolina Inc., was formally introduced at the initial regional meeting. Mr. Herriott is very active as a participant and leader in regional and national initiatives and is a Coker College Trustee. He volunteers extensively and is committed to the task of addressing workforce development in South Carolina. Mr. Herriott noted that these meetings would help set the direction for education and training programs in the days ahead. He noted that the research of the GWETF indicates that the prosperity we have enjoyed is at risk unless we make systemic changes. International competitors in India, China, and Mexico require the United States to be prepared to compete in the areas of skills and technology education. He said that the GWETF was looking at the issue of workforce development, an issue that is fundamentally an economic and business issue. Mr. Herriott feels that South Carolina is ready for the challenge of workforce education reform.

Dr. Willard Daggett, founder and president of the International Center for Leadership in Education, an accomplished author, and an international consultant on educational reform has conducted work throughout South Carolina and has spoken at numerous meetings including the Education and Business Summit. Dr. Daggett was retained to conduct the regional meetings on behalf of the GWETF in order to present an international perspective of workforce development needs, South Carolina's status relative to some of the issues surrounding workforce development, and the subcommittee's efforts in addressing issues such as an additional diploma pathway.

Dr. Bob Couch, director, South Carolina State Department of Education's Office of Career and Technology Education

Mike Mungo, executive director, South Carolina Employment Security Commission

Presentation In-Brief/Response From Attendees

In Brief

Dr. Daggett noted that both business and education leaders must become champions for workforce development. The foundation of a comprehensive workforce development plan rests on education in general and career and technology education in particular. Therefore, stakeholders from these sectors must play central roles in the development of a comprehensive and seamless system. Unless intimately involved throughout the process, each segment will end up talking "at" each other rather than "with" each other. In our politically-driven education/workforce system, a uniform voice will be essential for substantial progress to be made.

Dr. Daggett displayed a chart depicting the widening gap between school needs and changes and those of society. This 1983-2001 graphic illustrated that, while schools have made changes in a number of areas, business and industry have been forced to change at a much more rapid rate in order to remain nationally and internationally competitive, thus highlighting the widening gap between change in the classroom and change in the workplace....

[The full presentation summary is available by contacting the Office of Career and Technology Education at (803) 734-8410.]

Attendee Response

During the course of the five regional presentations and data collection activities, Dr. Daggett heard comments, questions, concerns, and issues voiced. Additional input was received from those who did not speak but completed the regional questionnaire.

[A list of responses from attendees is available by contacting the Office of Career and Technology Education at (803) 734-8410.]

APPENDIX 1E

SOUTH CAROLINA SELECTED GRADE COMPARISONS OF HIGH SCHOOL GRADUATES

School Year	8th Grade Counts	School Year	12th Grade Counts	Students Completing H.S.	% of 8th Graders Enter. College	Number of Completers	Completers Entering College
1985-86	50,648	1989-90	36,311	35,108	69.32	7,383	49.51
1986-87	48,587	1990-91	34,993	33,473	68.89	17,746	53.02
1987-88	47,169	1991-92	34,329	32,782	69.50	18,048	55.05
1988-89	46,161	1992-93	34,263	32,414	70.22	17,730	54.70
1989-90	45,415	1993-94	33,624	31,880	70.20	18,029	56.55
1990-91	47,459	1994-95	35,065	32,757	69.02	19,069	58.21
1991-92	47,476	1995-96	34,384	32,232	67.89	18,640	57.83
1992-93	49,185	1996-97	35,071	33,120	67.34	19,379	58.51
1993-94	50,281	1997-98	36,052	33,660	66.94	19,677	58.46
1994-95	50,477	1998-99	36,172	33,800	66.96	19,800	58.58

Source: State Department of Education

Membership Projections, 2000-2005 and Student Counts at Selected Intervals from Birth to College Entrance March 2000

APPENDIX 1F

SUMMARY OF ALL S.C. HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE FRESHMAN CLASSES AND OTHER POSTSECONDARY CHOICES

School Year Completing High School	# H.S. Completers	# Admitted to Freshman Class	# Entering 4-Year Colleges	# Entering Tech. College Degree Program	# Entering Tech. College Diploma - Certificate Program
1989-90	35,108	17,383 (49.5%)	11,860 (33.8%)	3,858 (11.0%)	1,234 (3.5%)
1990-91	33,473	17,746 (53.0%)	12,217 (36.5%)	4,307 (12.9%)	1,345 (4.0%)
1991-92	32,782	18,048 (55.1%)	11,817 (36.0%)	4,909 (15.0%)	1,014 (3.1%)
1992-93	32,414	17,730 (54.7%)	12,079 (37.3%)	4,461 (13.8%)	1,144 (3.5%)
1993-94	31,880	18,029 (56.6%)	12,089 (37.9%)	4,765 (14.9%)	912 (2.9%)
1994-95	32,757	19,069 (58.2%)	12,944 (39.5%)	4,811 (14.7%)	870 (2.7%)
1995-96	32,232	18,640 (57.8%)	12,542 (38.9%)	4,675 (14.5%)	792 (2.5%)
1996-97	33,120	19,379 (58.5%)	13,002 (39.3%)	5,151 (15.6%)	772 (2.3%)
1997-98	33,660	19,677 (58.5%)	13,191 (39.2%)	5,362 (15.9%)	817 (2.4%)
1998-99	34,186	20,810 (60.9%)	13,600 (39.8%)	5,932 (17.4%)	842 (2.5%)

# Entering 2-Year Colleges	# Entering Other Schools	# Entering Armed Forces Employment	# Entering Gainful Activities	# Entering Other
1,665 (4.7%)	421 (1.2%)	2,511 (7.2%)	8,555 (24.4%)	5,004 (14.3%)
1,222 (3.7%)	341 (1.0%)	1,974 (5.9%)	7,176 (21.4%)	4,891 (14.6%)
1,322 (4.0%)	530 (1.6%)	1,935 (5.9%)	6,836 (20.9%)	4,419 (13.5%)
1,190 (3.7%)	462 (1.4%)	1,890 (5.8%)	7,023 (21.7%)	4,165 (12.8%)
1,175 (3.7%)	344 (1.1%)	1,906 (6.0%)	6,742 (21.1%)	3,947 (12.4%)
1,314 (4.0%)	455 (1.4%)	1,930 (5.9%)	6,631 (20.2%)	3,802 (11.6%)
1,423 (4.4%)	374 (1.2%)	1,967 (6.1%)	6,699 (20.8%)	3,760 (11.7%)
1,226 (3.7%)	324 (1.0%)	1,840 (5.6%)	6,856 (20.7%)	3,949 (11.9%)
1,124 (3.3%)	405 (1.2%)	1,685 (5.0%)	6,953 (20.7%)	4,123 (12.2%)
1,278 (3.7%)	364 (1.1%)	1,703 (5.0%)	6,680 (19.5%)	3,787 (11.1%)

Source: State Department of Education, Special Survey Sent to Each High School

APPENDIX 1G

PUBLIC OPINION SURVEY RESULTS

Place of residence *(numbers represent percentages)*

Columbia.....	24	South.....	10
Charleston.....	17	North	19
Greenville.....	30		

Gender

Male	48
Female	52

Age

Under 30.....	18	50-54	11
30-34.....	10	55-59.....	9
35-39.....	11	60-64.....	6
40-44.....	10	65+.....	14
45-49	11		

Employment status

Self employed.....	10
Employed in private industry	40
Employed by government.....	16
Unemployed.....	4
Retired	20
Student	4
Homemaker.....	5
Don't know/Refuse	1

Teacher or educator in household

Retired teacher	8
Household member teacher.....	6
No teacher in household/Don't know/Refuse	87

Type of residence

Large city.....	9	Rural area.....	26
Suburban area	26	Don't know	1
Small town or city.....	38		

Children under the age of 18 in household

Yes	41
No/Refuse/Don't know.....	59

(IF YES) Type of school children attend

Public school	28
Private/Parochial	5
Both private and public	1
Both in school/Not in school yet	2
Not in school	5
NA	59

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APPENDIX 1G *continued...*

Family's total yearly income (before taxes)

Under \$15,000.....9	\$60,000-\$75,000.....10
\$15,000-\$30,000.....19	Over \$75,00015
\$30,000-\$45,000.....23	Don't know/Refuse.....7
\$45,000-\$60,000.....17	

Race/Ethnicity

Black	26
White or Hispanic.....	70
Other (Asian, Amerind, other)	2
Don't know.....	1

1. Do you think that South Carolina is moving in the right direction, or do you think that things are off track and moving in the wrong direction?

Right direction	58
Mixed	9
Wrong direction.....	20
Don't know	13

2. How would you rate the way local schools are educating kids – excellent, good, not so good, or poor?

Excellent	8
Good.....	55
Don't know	6
Not so good.....	1
Poor	10

3. In general, do you think most high school graduates have the skills they need to enter the workforce?

Yes.....	36
No	58
Don't know (VOL)	7

4. What is the one most important thing for students to learn in high school to prepare them for successful careers?

Common responses included:

Basic academics: English, math, sciences

Social interaction with people of different backgrounds

Money management

Computer technology

Work ethic

Communication skills

Respect for self and others

Self-discipline

Social skills

Integrity

Personal responsibility

5. Which of the following issues facing South Carolina's public schools do you feel is most critical to be dealt with?

	1st	2nd	COMB
Increasing career preparation.....	5	7	12
Teaching real world skills	9	12	21
Improving classroom discipline	18	16	34
Reducing classroom sizes.....	14	12	26
Hiring better teachers.....	13	10	23
Increasing standards and accountability.....	10	7	17
Improving technologies in schools	4	7	11
Strengthening core academic courses	7	9	16
Increasing parents' involvement.....	18	16	34
Don't know/No other	2	4	

6. Do you think that South Carolina has the quality of employees needed to compete in a global economy?

Yes.....52
 No.....37
 Don't know (VOL)1

7. Overall, do you think the quality of South Carolina's employees is better, worse, or about the same as the quality of employees in nearby states?

Better8
 About the same.....66
 Worse20
 Don't know7

8. Which of the following pairs of statements is closest to your own opinion?

a) To have a successful career, high school graduates MUST GO to a four-year college.

Or

b) It is NOT NECESSARY for high school graduates to go to a four-year college to have a successful career.

a) MUST GO: Strongly37
 a) MUST GO: Moderately/DK9
 Don't know TOTALLY3
 b) NOT NECESSARY: Moderately/DK24
 b) NOT NECESSARY: Strongly27

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APPENDIX 1G *continued...*

9.

- a) It is more important for high school students to take classes that focus on PREPARATION FOR A JOB.

Or

- b) It is more important for high school students to take classes that focus on preparation FOR COLLEGE.

a) JOB PREPARATION: Strongly.....22

a) JOB PREPARATION: Moderately/DK.....13

Don't know TOTALLY15

b) COLLEGE: Moderately/DK17

b) COLLEGE: Strongly.....33

10. Is the following a very important, somewhat important, not too important or not at all important education proposal for South Carolina to work on?

	Very Important	Somewhat Important	Don't Know	Not Too Important	Not At All Important
a. Increasing the focus on math, English, and the sciences in public schools.	86	12	*	2	*
b. Requiring values like honesty, responsibility, teamwork and listening skills to be part of what is taught in public schools.	87	11	*	2	*
c. Teaching elementary and middle school students about career options.	40	37	1	18	5
d. Giving every high school student the opportunity for an internship or other practical work experience before they graduate.	54	33	2	9	2
e. Promoting partnerships between schools and private businesses to offer students career development opportunities.	58	34	2	4	2
f. Increasing efforts to keep at-risk kids from dropping out of high school graduation.	85	10	1	3	1

11. Who do you think is the most responsible for making students' decisions about their careers – parents, guidance counselors or the students themselves?

Parents28

Guidance counselors 6

Students themselves56

All of these/Combo. 9

Other 1

Don't know1

12. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

	AGREE		(VOL)	DISAGREE	
	Strong	Somewhat	Don't Know	Somewhat	Strong
a. The average high school student understands what it takes to compete for a job when he or she graduates.	16	23	1	31	29
b. I know of college graduates who are living at home with their parents because they could not find jobs in their fields.	29	34	6	17	14
c. High school graduates should consider a two-year technical college as an option for their education.	52	40	2	4	3
d. South Carolina businesses are unable to find the kind of skilled employees they need.	22	39	4	20	14
e. Increased career preparation and awareness in public schools will help keep kids in school.	50	40	2	6	2

13. Is this statement a very, somewhat, not too, or not at all convincing reason for increasing career awareness and preparation in South Carolina public schools.

	Very Convinced	Somewhat Convinced	Don't Know	Not Too Convinced	Not At All Convinced
a. This year, only one out of five jobs in South Carolina will require a four-year college degree.	31	39	3	15	12
b. Many college graduates in South Carolina do not find work in the field in which they received their degree.	30	43	3	14	10
c. Only 20% of South Carolina high school students will complete a four year college degree, so students need to learn about careers in high school.	51	38	2	5	4

APPENDIX 1H

GLOSSARY OF TERMS

applied academic courses: courses taught, usually as part of the Tech Prep curriculum, that stress concrete application of knowledge and skills

articulation agreements: formal agreements between or among educational organizations (high schools, technical colleges, four-year colleges and universities) that align courses and career majors from one educational institution to another without loss of course credit or time for the student

best practices: examples of activities, programs, or initiatives that have proven efficient and effective in providing educational opportunities, content, and accountability for students and educational organizations

Federal Bureau of Apprenticeships and Training (BAT): develops, approves, and implements certified apprenticeship opportunities, youth apprenticeships, and appropriate educational activities for students beginning in the eleventh grade as they combine academic curricula, work-site learning, and work experience

career and technology education: educational programs and experiences that offers business and technical skills training in a variety of industry-certified and technically oriented careers

career-based experiences: experiences that offer professional educators and support staff the potential for personal and professional growth by participating in learning experiences directly related to their career choices

career clusters: a way of organizing and tailoring course work and work experience around specific occupational groups (i.e. business or health services) that offer students core academics as well as activities that match their skills and interests

career major: like a college major, an area of study within a larger occupational field or career cluster

career plan: a student's personal education plan that specifies career goals, interests, skills, and talents that are associated with the prescribed curriculum in elementary grades and supported by curriculum choices in the middle grades and high school—a plan that is developed in grade six as dictated by the *1994 South Carolina School-to-Work Transition Act* and revised each year thereafter until graduation

Carolina Careers campaign: a public relations campaign that highlights the career and technology education career options for students and the benefits of making informed career choices for students, parents, educators, and business partners

character education: educational content and instruction that includes strategies stressing the basic traits of good citizenship such as honesty, integrity, and responsibility

College Prep pathway (CP): a term used to represent a curriculum rich in theory that should best prepare students for a successful four-year college or university experience; students taking College Prep courses are part of this curricular pathway

comprehensive high school: a high school that offers a curriculum that includes courses in both the traditional, core courses in language arts, math, science, social studies, and electives, as well as in career and technology education courses—courses that are offered on the high school campus or adjacent facility rather than at a separate career center

consortium: one of the state’s sixteen regional partnerships made up of one of South Carolina’s sixteen technical colleges, local school districts, and businesses in the area it serves; the partnerships joined to further develop career and technology education—specifically, Tech Prep/School-to-Work—across the state

curriculum: a fixed group of studies required to achieve an educational goal and/or particular academic subject, e.g., College Prep curriculum

delivery system: any method or process of providing a service to students, usually related to educational benefits such as the *High Schools That Work* initiative, which emphasizes high achievement standards in both academic and career and technology education

dual-credit: credit given at the college level for courses taken while in high school

1998 Education Accountability Act (EAA): legislation passed in South Carolina in 1998 that challenges students, schools, and school systems to create and maintain high academic expectations. EAA led to the development and promotion of South Carolina’s first school and district report cards

Education Oversight Committee (EOC): an independent committee established by the Governor’s office to monitor compliance with and issues related to the *Education Accountability Act*

Governor’s Workforce Education Task Force: a task force appointed by the Governor in 2000 to review workforce development in South Carolina—specifically, the educational and delivery system implications

grade level: a designation given to each student based on his/her ability to perform certain tasks in school, such as “first grade” or “first-grade level”

High Schools That Work (HSTW): a successful national initiative that stresses high academic and career and technology education standards based on ten key practices, including high expectations for students and offering them work-based learning opportunities

multi-district center: a career and technology education center that serves more than one school district

multi-school center: a career and technology education center that serves more than one high school

Palmetto Achievement Challenge Test (PACT): the South Carolina test developed to replace the Basic Skills Assessment Program (BSAP) and aligned with the state’s curriculum standards

pathway: a way of categorizing the curricula and educational activities targeted at a student's specific academic or career goal, such as the career majors that are part of the sixteen career clusters

pre-service counselor: an individual still working towards becoming a certified counselor at an educational institution

pre-service teacher: an individual still working towards his/her teaching degree at an educational institution

professional development: training and informational sessions for educators and educational support staff that helps them stay informed about current trends, issues, and best practices in their respective fields

real-world problem solving: instructional activities used by teachers in working with students as the students apply knowledge of material they have learned in solving day-to-day, actual career-related problems and questions, i.e., illustrate how geometry is used by architects in determining angles of a roof

regional service center: a central location where all of a region's educational and professional services are located to better serve students and support educational programs, i.e. one building may contain the area's consortia, math and science hubs, and similar organizations

remediation: programs and activities that help students who are behind in specific courses or in grade levels raise their skills and knowledge to the appropriate level

Report Card: issued for the first time statewide in the Fall of 2001, this document is used by South Carolina to ensure schools, districts, and students are meeting the state's standards for progress and performance in specific areas, such as student test scores, etc.

Secretary's Commission on Achieving Necessary Skills (SCANS): a commission created by the United States Department of Labor to determine the skills that young people need to succeed in the world of work, such as negotiating, designing, and improving systems; using basic skills such as reading, writing, and arithmetic; serving customers; and having integrity

School-to-Work Advisory Council: a council of elected officials, educators, agency heads, and business representatives appointed by the Governor to monitor and support the implementation of the *1994 South Carolina School-to-Work Transition Act*

South Carolina School-to-Work Transition Act of 1994: comprehensive legislation addressing the importance of preparing students to make well-informed career choices; the legislation states that students must receive instruction and experiences in career awareness, career exploration, and career preparation, including those featured in School-to-Work such as mentoring and job shadowing, and applied academic instruction

South Carolina Career Guidance Model: a guidance program for students that is composed of three areas of study: (1) learning to learn, (2) learning to live, and (3) learning to work

South Carolina Curriculum Standards: standards developed by South Carolina educators to support instruction in our schools in the core curriculum areas of language arts, math, science, and social studies

South Carolina Occupational Information System (SCOIS): career, wage, employment, and educational information about jobs, available to students in subscribing schools through interactive media

Southern Regional Education Board (SREB): based in Atlanta, this board represents Southeastern states in an effort to support educational initiatives such as *High Schools That Work*

student portfolio: a collection of student work indicating progress made in one or more subjects, activities, and/or programs; the portfolio is generally used as an assessment tool in order to make decisions about courses to be taken, assign grades, and/or recommend students for specialized programs or activities

systemic: system-wide, the process of dealing with change, improvement, evaluation, etc., by considering all components of a system during the decision-making process, such as the system of kindergarten through grade twelve education (K-12)

Tech Prep pathway (TP): a term used to represent the curriculum centered around application of knowledge—specifically, using real-world problems and issues to best prepare students for an industry certification, two-year associate degree, or other postsecondary experiences; students taking Tech Prep courses are part of this curricular pathway

target population: a specified, clearly defined group of individuals

Vocational-Technical Education Consortium of States (VTECS): an organization of twenty-five member states that promotes vocational education by analyzing actual worker tasks and organizing that information in order to design, develop, and/or acquire instructional materials that provide a validated link between education and employment; also includes assessing student achievement

Work-based learning: an educational learning experience that directly involves students and educators in the workplace through mentoring, job shadowing, instruction in workplace competencies on the job site, and other activities; it is typically intended to strengthen skills related to specific career goals and/or interests

WorkKeys: a system that identifies key employability skills that are crucial to effective performance in most jobs, skills such as reading for information, applied mathematics, listening, writing, and teamwork